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ABSTRACT

As part of a review of its Psychology department, William Rainey Harper College in Illinois conducted a study of 400 students who had taken at least 3 courses in the department from fall 1989 to fall 1993. Questionnaires were sent to the students in spring 1995, requesting information on their perceptions of the effectiveness of courses in the department and benefits received from completing them. Study findings, based on responses from 156 former students, included the following: (1) 24% of the students had earned a bachelor's degree and 58% had transferred to another college; (2) of those who had transferred, 28% transferred as psychology majors and 44% as one of the social science majors; (3) 8 of 12 psychology courses included on the survey were rated as higher than beneficial, while the three highest rated courses were Human Development, Human Adjustment and Abnormal Behavior, and Child Psychology; (4) 30% of the former students had participated in volunteer work with a community service agency as part of a psychology course, and close to three-fourths indicated that volunteering helped them learn to appreciate some of the real problems faced by society; and (5) students judged the use of lectures and classroom discussions as the most effective instructional methods, while they judged the use of media as less effective. The survey instrument is appended. (BCY)

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William Rainey Harper College

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J.A. Lucas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

FOLLOW-UP STUDY OF FORMER HARPER STUDENTS WHO ENROLLED IN AT LEAST THREE PSYCHOLOGY COURSES

M. Ostrowski, Chairman
Psychology Department

J.A. Lucas, Director
Office of Planning and Research

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JC 960 508

ABSTRACT

The purpose of this study was to gather student follow-up and evaluation information from former students, providing valuable information for the Program Review process of the Department of Psychology.

More than 1,100 former students were identified as having taken three or more courses offered by the Department of Psychology from the fall of 1989 to the fall of 1993. A random sample of 400 students was drawn from this population.

A survey instrument was developed jointly by the Office of Planning and Research and the faculty in the Psychology Department. After two mailings and a telephone prompting, 156 completed surveys were returned for a 39 percent response rate.

The study showed that a surprising number of students perceived lectures by the instructor as one of the two most effective teaching methods used in their psychology classes. Equally effective was class discussion, while use of media was perceived as less effective. Even less effective were the more highly touted teaching methods. Also surprising was that multiple choice tests were judged to be almost as effective as essay exams and short answer tests. Only assigned papers were perceived as being significantly more effective. Other assessment methods were judged to be significantly less effective.

Close to 90 percent of the former students indicated that psychology courses helped them in the selection of a career path and provided insight into the behavior of others. More than half of these students stated that these Psychology courses helped them appreciate individual differences, gave them insight into their own behavior, helped them develop critical thinking skills and provided handy references.

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- ◆ Cover Letter
- ◆ Survey

Purpose

The purpose of this study was to gather student follow-up and evaluation information from former students, providing valuable information for the Program Review process for the Department of Psychology. The study was made at the request of the faculty of that department.

Methodology and Population Surveyed

One of the goals of the survey was to identify students who had taken three or more courses offered by the Psychology Department between the fall of 1989 and the fall of 1993. To do this, students were identified who had taken two or more of the following courses: PSY 145, PSY 150, PSY 210, PSY 216, PSY 217, PSY 218, PSY 220, PSY 225, PSY 228, PSY 230, or PSY 235. It was assumed that each of these students identified would also have taken PSY 101 which would mean they had taken three or more courses offered by the Psychology Department. There were 1,168 students who met this criteria. A random sample of 400 was drawn from this population.

The survey instrument, shown in the Appendix, was developed jointly by the Office of Planning and Research and the faculty in the Psychology Department. After two mailings, 120 completed survey instruments were returned for a 30 percent response rate.

Major Conclusions

A surprising number of students perceived lectures by the instructor as one of the two most effective teaching methods used in their Psychology classes. Equally effective was class discussion, while use of media was perceived as less effective. Even less effective were the more highly touted teaching methods. Also surprising was that multiple choice tests were judged to be almost as effective as essay exams and short answer tests. Only assigned papers were perceived as being significantly more effective. Other assessment methods were judged to be significantly less effective.

Close to 90 percent of the former students indicated that psychology courses helped them in the selection of a career path and provided insight into the behavior of others. More than half of these students stated that these psychology courses helped them appreciate individual differences, gave them insight into their own behavior, helped them develop critical thinking skills and provided handy references.

Discussion of Results

Among the respondents, 24 percent have already earned a bachelors degree. A total of 58 percent have to date transferred to another college and another 24 percent are planning to transfer soon. Of those who have transferred, 47 percent are attending Illinois public universities, 36 percent are attending Illinois private colleges and universities, while 17 percent are attending out-of-state facilities. Some 28 percent have transferred as psychology majors, with 44 percent having transferred as majors in one of the social sciences. Another 15 percent are majoring in health related areas and 13 percent in education.

The three psychology courses rated as most beneficial were Human Development, Human Adjustment and Abnormal Behavior, and Child Psychology. These were rated between beneficial and very beneficial. In fact, eight of the 12 psychology courses were rated higher than beneficial. Only four low attendance psychology courses were rated less than beneficial.

These psychology courses provided the greatest help for close to 90 percent of these former students by helping them in the selection of a career path - 28 percent were preparing for psychology - and in providing an insight into the behavior of other people. Over half of the respondents indicated these psychology courses helped them appreciate individual differences, gave them insight into their own behavior, helped them develop critical thinking skills and provided handy references.

Discussion of Results (continued)

Among these former students, 30 percent participated in volunteering with a community service agency as part of a Psychology course. The largest impact of this volunteer program was that close to three-fourths of the students learned to appreciate some of the real problems faced by society. Nearly half of the volunteers learned to appreciate the difficulties faced by these agencies and 39 percent have since volunteered on their own.

About 65 percent of the respondents were clear about the differences between sub-fields of psychology as a result of taking these courses. Moreover, as a result of taking these psychology courses, close to three-fourths were clear on the differences between psychology and the other behavioral sciences.

As lecture section size goes beyond 75, there is a big jump in the percentage of students perceiving the class as too large (28 - 68%) and a large decline in the percentage of students judging the section size as effective (52 - 15%). The most frequently cited reasons given for a lecture section size of 151 to 240 being too large was: 1) too difficult to ask questions (79%), 2) too difficult to have private discussions with the instructor (64%), and 3) too difficult to have a dialogue between students in class (56%).

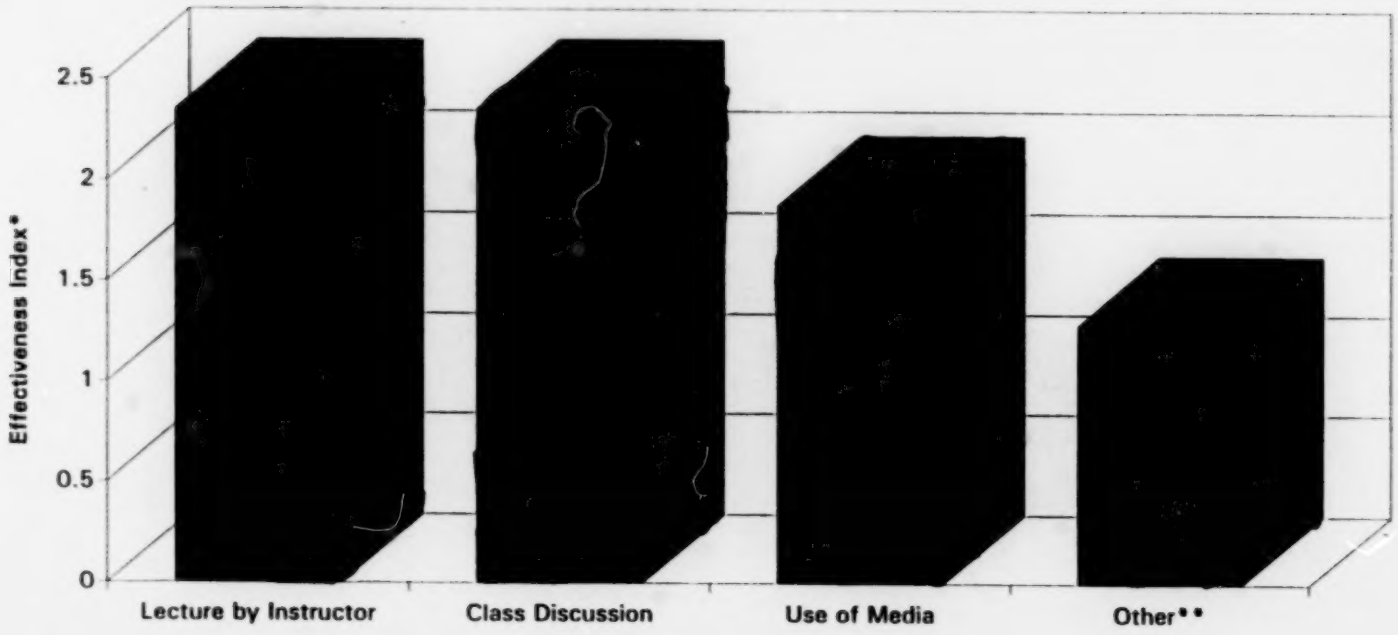
In sharp contrast to current education theory, lectures given by the instructor were perceived as one of the two most effective teaching methods used in psychology courses. Equally effective was class discussions while use of media was judged as less effective. Even less effective were the more highly touted teaching methods such as group work, case studies, lab exercises, guest lecturers, volunteer projects and field trips.

Also surprising was that multiple choice tests were perceived to be almost as effective as essay exams and short answer tests. Only assigned papers were judged as being significantly more effective. Other assessment methods such as classroom participation evaluation, research evaluation, take-home projects and oral presentation were rated as significantly less effective.

In terms of frequency of different teaching methods, lectures by the instructor occurred very often. The only other teaching methods used more than occasionally were class discussions and use of media. In examining the frequency of use of different assessment methods, multiple choice tests were used very often. The only other assessment methods used more often than occasionally were assigned papers and short answer tests.

Twenty-two students offered some general comments.

EFFECTIVENESS OF TEACHING METHODS



** Other group projects, case studies, lab exercises, guest lecturer, volunteer projects and field trips

* Effectiveness Index: 3 = Very Effective; 2 = Effective; 1 = Somewhat Effective; and 0 = Not Effective

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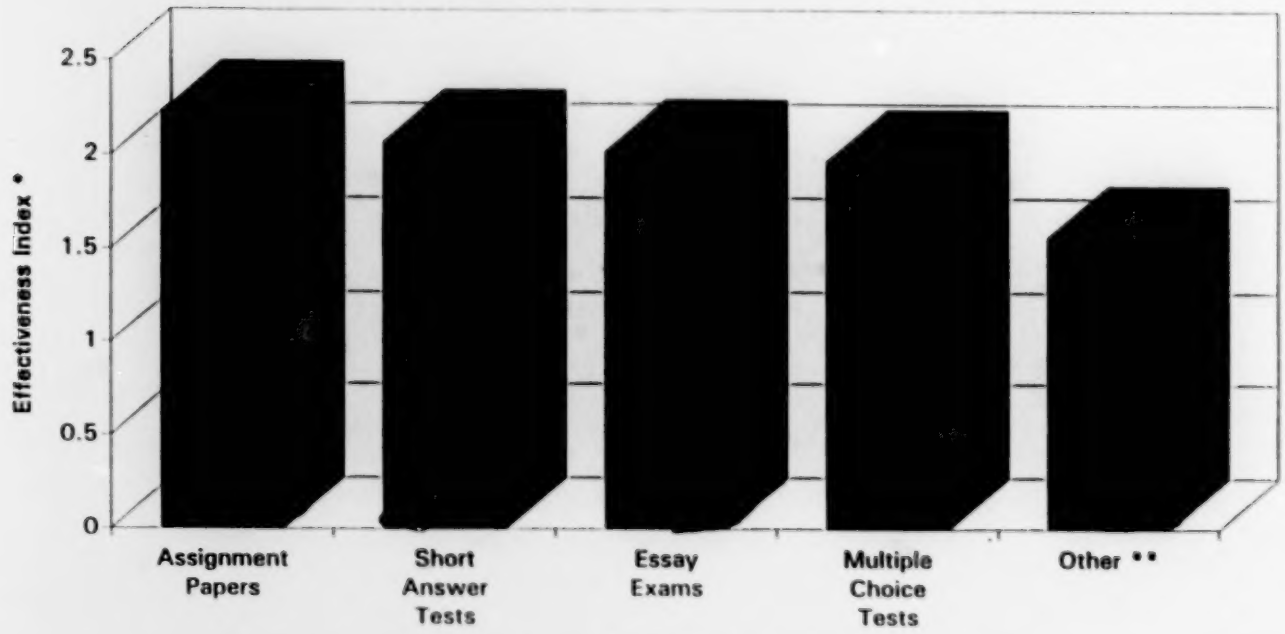
EFFECTIVENESS OF ASSESSMENT METHODS



** Other: Evaluation of classroom participation, research evaluation, take home projects and oral presentations

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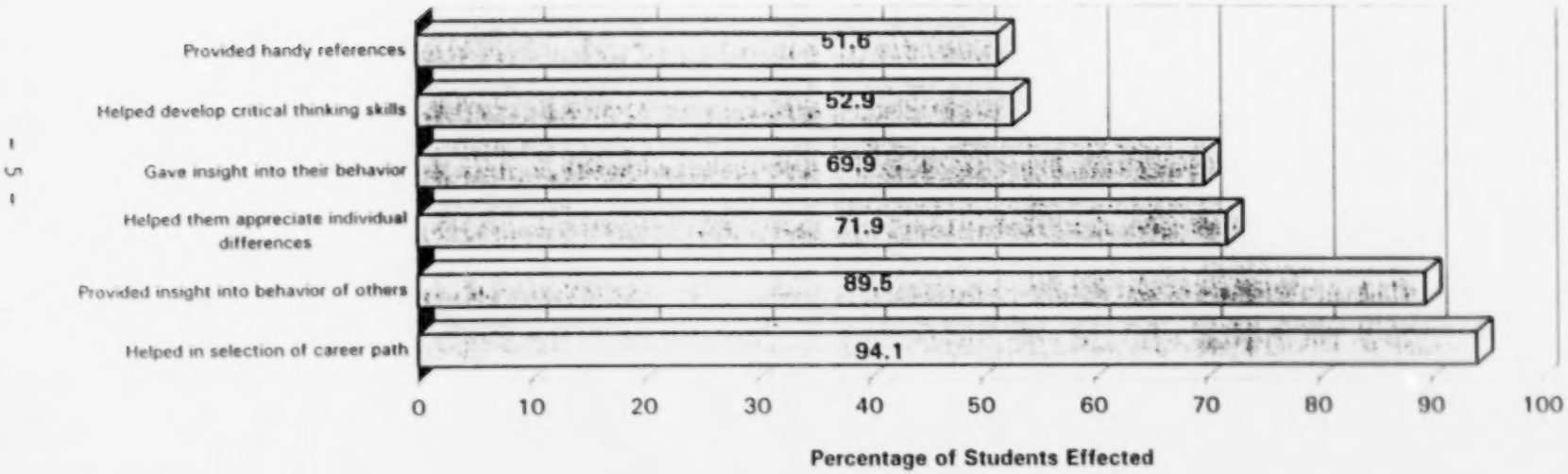
IMPACT OF PSYCHOLOGY COURSES ON STUDENTS LIFE



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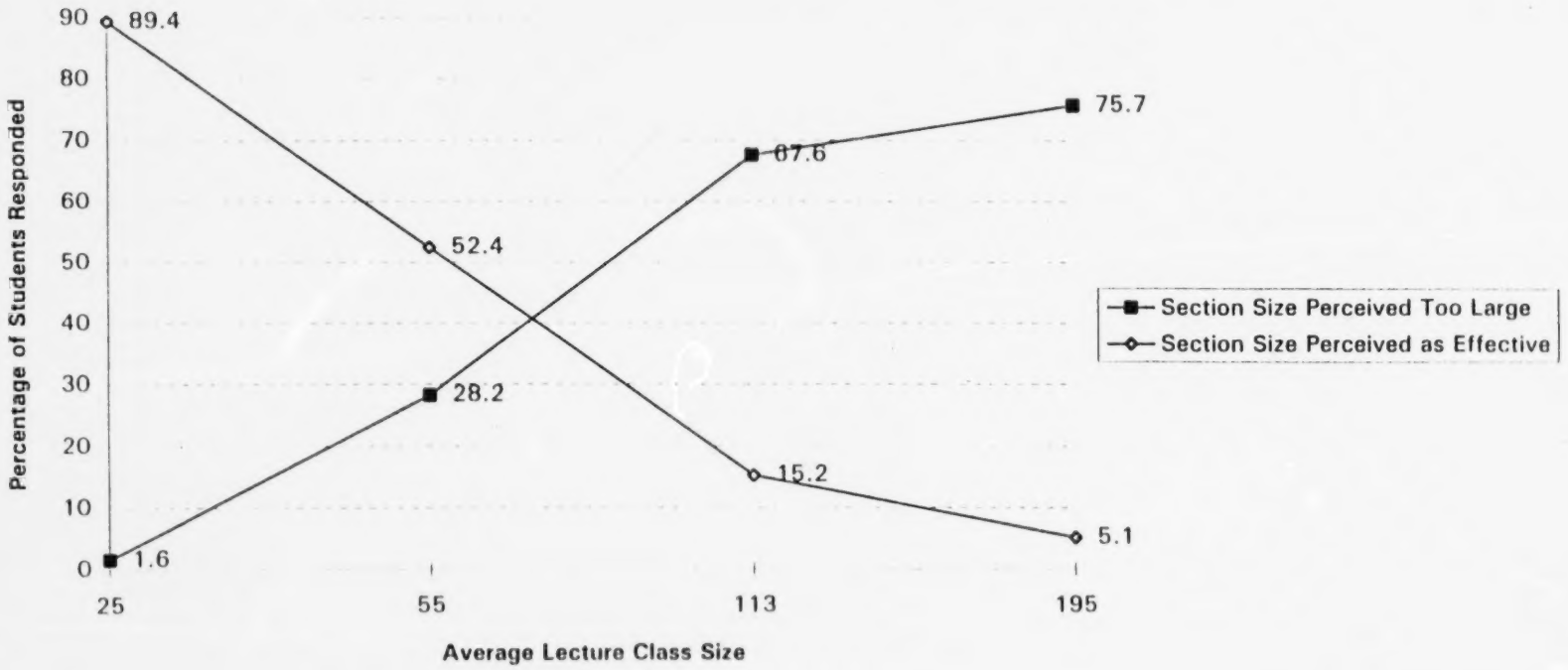
Student Perception of Section Class Size



Survey of Former Harper Students Who Took 3 or More Psychology Courses

A- General Educational Status

	N	PCT
- Transferred to another college/have not achieved a bachelors degree	52	34.0
- Transferred to another college/have achieved a bachelors degree	37	24.2
- Plan to transfer soon	36	23.5
- Have no plans to transfer to another college	28	18.3
	153	100.0

B- Colleges or Universities Attended

Illinois Public Universities	N	PCT
- Northern Illinois University	14	16.7
- Eastern Illinois University	6	7.1
- University of Illinois/Champaign	4	4.8
- Illinois State University	4	4.7
- Northeastern Illinois University	4	4.7
- University of Illinois, Chicago	3	3.6
- Western Illinois University	3	3.6
- Southern Illinois University	2	2.4
Sub-Total	40	47.6

Out-of-State Colleges or Universities	N	PCT
- Purdue	4	4.7
- Western Michigan	2	2.4
- University of Iowa	2	2.4
- Worsham College	1	1.2
- University of Southern Florida	1	1.2
- Northern Louisiana University	1	1.2
- Oakland Community College	1	1.2
- University of Arizona	1	1.2
- Valparaiso University	1	1.2
Sub-Total	14	16.7

Illinois Private Colleges or Universities	N	PCT
- Roosevelt	10	11.9
- Elmhurst	3	3.5
- Columbia	3	3.5
- Barat	2	2.4
- Loyola	2	2.4
- Rush	2	2.4
- Bradley	1	1.2
- Chicago State	1	1.2
- American Academy of Art	1	1.2
- Cosmetology School in Streamwood	1	1.2
- Concordia	1	1.2
- Greenville College	1	1.2
- Academy of Merchandising and Design	1	1.2
- Judson College	1	1.2
Sub-Total	30	35.7
Grand Total	84	100.0

C- Majors at Universities or Colleges to which Transferred

Social Sciences	N	PCT
Psychology	24	28.2
Criminal Justice	3.5	4.1
Social Work	3	3.5
Sociology	2.5	4.2
Political Science	1.5	1.8
History	1.5	1.8
Human & Individual Dev.	1.0	1.2
Urban Studies	.5	.6
Sub-Total	37.5	44.1

Health	N	PCT
Nursing	7.5	8.8
Community Health	1.0	1.2
Occupational Therapy	1.0	1.2
Art Therapy	1.0	1.2
Communication Disorder	1.0	1.2
Radiology Tech	1.0	1.1
Sub-Total	12.5	14.7

Education	N	PCT
Elementary Education	7.5	8.8
Special Education	2.0	2.4
Education	1.5	1.8
Sub-Total	11.0	13.0

Business	N	PCT
Business	4.0	4.7
Management	1.5	1.7
Marketing	1.0	1.2
Advertising	1.0	1.2
Fashion Merchandising	1.0	1.2
Sub-Total	8.5	10.0

Liberal Arts	N	PCT
Communications	2.0	2.3
English	1.5	1.7
French	1.0	1.2
Painting/Fine Arts	1.0	1.2
Graphic Design	1.0	1.2
Technical Writing	1.0	1.2
Sub-Total	7.5	8.8

Science & Technology	N	PCT
Biology	2.0	2.3
Computer Science	1.0	1.2
Mortuary Science	1.0	1.2
Environmental Science	1.0	1.2
Fire Science	1.0	1.2
Chemical Engineering	1.0	1.1
Sub-Total	7.0	8.2

Other	N	PCT
Cosmetology	1.0	1.2

Grand Total	N	PCT
	85	100.0

D- Rating of How Beneficial Different Psychology Courses were:

Course		N	Beneficial Rating*
- PSY 228	Human Development	37	2.49
- PSY 230	Human Adjustment & Abnormal Behavior	55	2.35
- PSY 216	Child Psychology	108	2.26
- PSY 220	Biological Basis	13	2.23
- PSY 225	Personality	48	2.19
- PSY 101	Intro	128	2.16
- PSY 145	Industrial Psychology	21	2.14
- PSY 217	Adolescent Psychology	62	2.13
- PSY 218	Adult Psychology	20	1.95
- PSY 235	Learning Theory/Human Behavior	12	1.83
- PSY 210	Research	13	1.77
- PSY 150	Deafness	1	0

*Beneficial Rating: 3 = Very Beneficial 2 = Beneficial
1 = Of some Benefit 0 = Of no Benefit

E- How Psychology Courses Taken At Harper Have Helped Them in Their Present Situation

	N	PCT of 153
- Helped in selection of a career path	144	94.1
in Psychology (40) (26.1%)		
in Education (24) (15.7%)		
in Nursing (18) (11.8%)		
in Other Behavioral Sciences (17) (11.1%)		
in Child Care (11) (7.2%)		
in Criminal Justice and Law (11) (7.2%)		
in Business (9) (5.9%)		
in Other Health Areas (6) (3.9%)		
in Special Education (5) (3.3%)		
in Liberal Arts Fields (3) (2.0%)		
in Making a Career Change (1) (.7%)		
- Provided insight into the behavior of people	137	89.5
- Helped in understanding and appreciation of individual differences more clearly	110	71.9
- Gave insight into students own personality, behavior and self worth	107	69.9
- Helped in developing critical thinking skills	81	52.9
- Provided a wealth of references to concepts and people in the field of Psychology who can be used in conversation and in other papers written or speeches given	79	51.6
- Helped in preparation to transfer to another college	72	47.1
- Provided healthy skepticism of claims made by various people	65	42.5
- Helped in developing relationships in job situation	61	39.9
- Helped in maintaining family relationships and understanding people	57	37.3
- Understanding of scientific method has helped student to evaluate validity of information received	45	29.4
- Helped in preparation for the academic rigors of the college to which transferring	33	21.6
- Fulfilled prerequisite for BS or graduate program	3	2.0
- Helped student to decide to leave field of Psychology	2	1.3
- Helped understand the behavior & development of children	2	1.3
- Helped student to understand the education process	1	.7
- Helped student become comfortable with Psychology professionals	1	.7
- Helped with interaction with patients & their families	1	.7

F- The Experience of Student in Volunteering with a Community Service Agency as Part of One of Their Psychology Course

	N	PCT Of 116
- Never Participated	105	70.5
- Learned appreciation of some of real problems faced by society	32	21.5
- Learned appreciation of difficulties faced by agencies in delivering services to the community	21	14.1
- Contributed to a greater understanding of related psychological theories and concepts	19	12.8
- As a result of these experiences, volunteered on their own since then	17	11.4
- Have not volunteered since that experience but definitely plan to do so in the future	11	7.4
- Have volunteered for years and this experience affirmed students earlier experiences	1	.7
- Have volunteered often before and learned more in those experiences than in the volunteer experiences through Harper	1	.7
- Gained satisfaction from seeing a child learn	1	.7
- Learned first hand how the disabled lived and acted	1	.7

G- Clarity of the Differences Between the Sub-Fields of Psychology as a Result of Taking These Psychology Courses at Harper

	N	PCT
- Very Clear	31	20.3
- Clear	68	44.4
- Somewhat Clear	48	31.4
- Unclear	6	3.9
Total	153	100.0

H- Clarity of the Differences Between Psychology and Other Behavioral Sciences as a Result of Taking These Psychology Courses at Harper College

	N	PCT
- Very Clear	32	20.9
- Clear	81	53.0
- Somewhat Clear	34	22.2
- Unclear	6	3.9
Total	153	100.0

I- Judgments About the Sizes of "Lecture" Psychology Classes

Size Range of Psychology Lecture Sections	Total N	Judgment: Classes Too Large N	PCT	Lecture Section Size was Effective N	PCT	No Strong Feelings About Lecture Size N	PCT
1 - 35	123	2	1.6	110	89.4	11	9.0
36 - 75	103	29	28.2	54	52.4	20	19.4
76 - 150	105	71	67.6	16	15.2	18	17.2
151 - 240	99	75	75.7	5	5.1	19	19.2

J- Reasons Lecture Sizes of 151-240 were too Large

	N	PCT of 93
- Too hard to ask questions	73	78.5
- Too difficult to have private conversations with instructor	59	63.4
- Too difficult to have dialogue between students in class	52	55.9
- Received little meaningful feedback from instructor	50	53.8
- Had multiple choice tests rather than essays	23	24.7
- Unable to have personal relationship with instructor	6	6.5
- Too many distractions with external noise or students talking among themselves.	6	6.5
- Too hard for class discussion with instructor	3	3.2
- Did not have a class this large but feel it is too large	3	3.2
- Unable to share personal experiences	1	1.1
- One or two students dominated student question time	1	1.1
- Student learned more by reading books	1	1.1

K- Frequency of Teaching Methods Encountered and Their Effectiveness Rated

	Frequency N	Frequency Index*	Effectiveness N	Effectiveness Index**
- Lecture by instructor	151	2.83	150	2.31
- Class discussion	147	1.82	147	2.35
- Use of media/video/slides, etc.	147	1.48	142	1.83
- Group projects	146	.84	119	1.52
- Lab exercises	137	.69	97	1.28
- Class case studies	140	.68	94	1.41
- Group case studies	139	.53	85	1.25
- Guest lecturers	140	.40	90	1.23
- Volunteer projects/institutions	138	.33	78	1.13
- Field trips	138	.09	68	.60

* Frequency Index: 3 = Very often; 2 = often; 1 = occasionally; 0 = never

** Effectiveness Index: 3 = Very effective; 2 = effective; 1 = somewhat effective 0 = not effective

L- Frequency of Assessment Methods Encountered and Their Effectiveness Rated

	Frequency		Effectiveness	
	N	Index*	N	Index**
- Multiple choice tests	150	2.77	146	1.97
- Assigned papers	139	1.80	132	2.14
- Short answer tests	141	1.45	134	2.04
- Evaluation of classroom participation	137	1.18	121	1.51
- Essay exams	137	1.09	122	2.05
- Take home projects	137	.82	106	1.53
- Oral Presentations	140	.80	107	1.46
- Research evaluation	141	.77	107	1.56

* Frequency Index: 3 = Very often; 2 = often; 1 = occasionally; 0 = never

** Effectiveness Index: 3 = Very effective; 2 = effective; 1 = somewhat effective
0 = not effective

M- General Comments

- Had bachelor's degree but not in psychology - went for master's in psychology at Roosevelt.
- PSY 106 - Practical Psychology -- was beneficial. PSY 107-- very beneficial, PSY 108 -- very beneficial. Love to try field trips and volunteer projects, institutions, and guest lecturers, more often. I would love to try take home projects and do short answer tests and assigned papers more.
- I feel some PSY classes can have 151 and more but most should be minimal.
- Dr. Ostrowski was the only PSY professor I had success with. He is wonderful After I failed 101, I took from him and did so much better. I took two more classes taught be him.
- Took PSY 107 which I enjoyed and it helped me greatly.
- Have achieved a master's degree - Roosevelt University - Major: Counseling
- Teaching methods frequency encountered - Group projects "228 - Occasionally"; Use of media - video/slides, etc. "230 - Very often, 235 - Occasionally, 228 - Never". Short answer tests "228 and 235 -- often; essay exams - 228 - occasionally; Assigned papers 228 - often, 235 - occasionally"; Take home projects - 228 - occasionally"; Lecture by Instructor - "228 - very effective, 230 and 235 - somewhat effective"; Use of Media - "230 very effective, 235 - not effective".
- I only wish more than one teacher was teaching Abnormal Psych.
- PSY 106 was extremely beneficial.
- Humanistic Psychology 107 - was very beneficial.
- I thought PSY 225 could have been much more interesting by looking into what drives personality behaviors. Instead it was more of personality behaviors or individuals within the field of psychology.
- Since Harper I have transferred to Eastern Illinois University. I have completed one Psychology course and am currently enrolled in one now. These classes cannot be compared to Harper's courses. The instructor I had at Harper made a lasting impression and because of this I have excelled at EIU. I found Harper's classes to be better taught and the instructors were more knowledgeable and approachable. I was very happy and impressed with Harper's Psychology Department.
- From an enclosed letter -- I have worked part time and full time at Marketing Research and Telemarketing. The pay is good but I want to take a few required courses in the summer. I will plan to transfer to SIU for my Master's degree. You have my survey and this letter. This letter is going out to the Psychology Department and I want to double major it with Marketing. I plan to take math and science in the summer and finish with creative writing. Please send a copy to the Marketing Department, Attention: Gorden C. Braner II. Enclosed is a survey and this letter. I want to pursue a career in Psychology and Marketing. Survey No. 262.
- Telecourse 101 Intro was very difficult.

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General Comments (cont'd)

- Use of Media - Encountered often and effectiveness was not effective. Adult Psychology course used an excess of movies I had already seen such as "Dad" and "My Left Foot". It was a waste of time.
- Harper did not explain sub-fields and different majors in Psychology. Until I looked at UIC's catalog did I realize all the sub-fields. You need to make that more clear in future PSY classes or to PSY majors.
- Group study is very effective. It gives students a chance to express their opinions and exchange views with others.
- Multiple choice and short answer tests do not adequately test what you have learned. Rather they test how well one memorizes information. Involvement in research projects would help facilitate learning.
- Many of these answers depend on which Psychology you are enrolled in.
- Did not gain the knowledge at Harper, or cannot remember.
- Re PSY 216 - a telecourse. I already knew the material and did not watch the video. Re PSY 218 - Adult - it was a disappointment
- Only took two Psychology courses

APPENDIX

- Cover Letter
- Survey Instrument

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1995

Dear Psychology Student:

Our Department is surveying students who have taken at least three Psychology courses at Harper College to help the Psychology Department evaluate their program. The department wants to know how you evaluate the Psychology courses you were enrolled in and how these courses have impacted your educational life pattern.

Please take a few minutes out of your busy schedule to answer these questions and return the completed instrument in the stamped self-addressed envelope which we have provided for your convenience.

Because you are part of a random sample, it is important that everyone respond so the answers received are representative of all students who have taken Psychology courses at Harper. The number on the survey allows us to remove your name when your completed survey is received so you will not be bothered with a second mailing of the survey or a follow-up telephone call.

On behalf of Harper College we thank you for your cooperation.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Office of Planning and Research

jc
Enclosures

SURVEY OF FORMER HARPER STUDENTS WHO HAVE TAKEN THREE OR MORE PSYCHOLOGY COURSES IN THE LAST FIVE YEARS

1- What is your current educational status? Check (x) one.

_____ A. Have transferred to another college, but have not achieved a bachelor's degree yet.
College_____ Major_____

_____ B. Have achieved a bachelor's degree.
College_____ Major_____

_____ C. Plan to transfer to another college soon.

_____ D. Have no plans to transfer to another college.

2- Rate how beneficial the various psychology courses were to you at Harper College. If you did not take a particular course, check (x) that column but check (x) one column for each course.

	Rating of Course				
Course	Very Beneficial	Beneficial	Of some Benefit	Of no Benefit	Not Applicable
A- PSY/101 Intro					
B- PSY/145 Industrial					
C- PSY/150 Deafness					
D- PSY/210 Research					
E- PSY/216 Child					
F- PSY/217 Adolescent					
G- PSY/218 Adult					
H- PSY/220 Biological Basis					
I- PSY/225 Personality					
J- PSY/228 Human Devlop.					
K- PSY/230 Human Adjustment & Abnormal Behavior					
L- PSY/235 Learning Theory & Human Behavior					

3- How did the Psychology courses you took at Harper College help contribute to your present situation? Check (x) all that apply.

_____ A. Helped in selection of a career path in Psychology
_____ B. Helped in selection of a career path in other behavioral sciences
_____ C. Helped in selection of a career path in Child Care
_____ D. Helped in selection of a career path in Criminal Justice
_____ E. Helped in selection of a career path in Nursing
_____ F. Helped in selection of a career path in Special Education
_____ G. Helped in selection of a career path in Education
_____ H. Helped in selection of a career path in another field - Specify:_____
_____ I. Helped in preparation to transfer to another college.
_____ J. Helped in preparation for the academic rigors of the college to which transferring.
_____ K. Provided a wealth of handy references to concepts and people in the field of Psychology who can often be used in conversation and in other papers written or speeches given.
_____ L. Provided an insight into the behavior of people.
_____ M. Gave insight into my personality, behavior, and self-worth.
_____ N. Helped in maintaining family relationships.
_____ O. Helped in developing relationships in the job situation.
_____ P. My understanding of the scientific method has helped me to evaluate validity of information received.
_____ Q. Provided a healthy skepticism of claims made by various people.
_____ R. Helped in developing critical thinking skills.
_____ S. Helped in understanding and appreciating individual differences more clearly.
_____ T. Other affects - Specify:_____
_____

4- What was your experience in volunteering with a community service agency as a part of one of your Psychology courses? Check (x) all that apply.

_____ A. Never participated in a volunteer project.

_____ B. Learned appreciation of some of the real problems faced by society.

_____ C. Learned appreciation of the difficulties faced by these agencies in delivering services to the community.

_____ D. Contributed to a greater understanding of related psychological theories and concepts.

_____ E. As a result of the experiences, volunteered on my own since that time.

_____ F. Have not volunteered since that experience but definitely plan to do so in the future.

_____ G. Other affects - Specify:_____

_____

5- As a result of taking these Psychology courses at Harper College, how clear are you about the differences between the sub-fields of Psychology? Check (x) one.

_____ A. Very clear

_____ B. Clear

_____ C. Somewhat clear

_____ D. Unclear

6. As a result of taking these Psychology courses at Harper College, how clear are you about the differences betwee between Psychology and the other Behavioral Sciences? Check (x) one.

_____ A. Very clear

_____ B. Clear

_____ C. Somewhat clear

_____ D. Unclear

7. How did you feel about the following lecture sizes of Psychology classes? Check (x) one column for each size range.

	Psychology lecture section in this size range	They were too large	The size of the lecture section was effective	Had no strong feelings about the lecture size
A. 1 - 35	____	____	____	____
B. 36 - 75	____	____	____	____
C. 76 - 150	____	____	____	____
D.151 - 240	____	____	____	____

If you felt the class size for large lectures - 151-240 - was too large, what were the negative effects? Check (x) all that apply.

____ A. It was too hard to ask questions.

____ B. It was too difficult to have a dialogue between the students in the class.

____ C. Received little meaningful feedback from the instructor.

____ D. It was too difficult to have private conversations with the instructor.

____ E. We had multiple choice tests rather than essays.

____ F. Other - Specify:_____

_____

_____

Look over the teaching methods and the assessment strategies and indicate how frequently you encountered them and how effective they were for you. Check (x) one column in the frequency section and one column in the evaluation section.

	Frequency Encountered				Effectiveness			
Teaching Methods	Very Often	Often	Occas-sionally	Never	Very Effective	Effective	Somewhat Effective	Not Effective
9- Lecture by instructor	____	____	____	____	____	____	____	____
10- Class discussion	____	____	____	____	____	____	____	____
11- Group projects	____	____	____	____	____	____	____	____
12- Use of Media - Video/Slides/etc.	____	____	____	____	____	____	____	____
13- Lab exercises	____	____	____	____	____	____	____	____
14- Guest lecturers	____	____	____	____	____	____	____	____
15- Field trips	____	____	____	____	____	____	____	____
16- Volunteer Projects, Institutions	____	____	____	____	____	____	____	____
17- Class Case Studies	____	____	____	____	____	____	____	____
18- Group Case Studies	____	____	____	____	____	____	____	____
Assessment Methods								
19- Multiple Choice Tests	____	____	____	____	____	____	____	____
20- Short Answer Tests	____	____	____	____	____	____	____	____
21- Essay Exams	____	____	____	____	____	____	____	____
22- Assigned Papers	____	____	____	____	____	____	____	____
23- Evaluation of Classroom participation	____	____	____	____	____	____	____	____
24. Take home projects	____	____	____	____	____	____	____	____
25. Oral presentations	____	____	____	____	____	____	____	____
26. Research Evaluation	____	____	____	____	____	____	____	____

THANK YOU for completing this survey. Your feedback is very important to Harper College.

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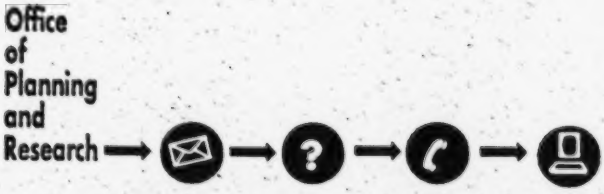

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